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ABSTRACT

This study sought to evaluate the mathematics curriculum of the Halane Teacher Training Institute in Somalia with a view toward: (1) determining its weaknesses and recommending measures for improvement; (2) examining its relevance to the present needs of the Somali society; (3) determining the suitability of instructional materials and other support resources; and (4) investigating the present organization of teaching practice and the time allocated to it. Thirteen of 15 mathematics teachers at the Institute were included in the study, as well as a proportional random sampling of 60 of 2617 trainees and a random sample of 40 mathematics teachers (graduates of the Institute) from four schools in Mogadisho. Questionnaires, some structured interviews, tests, and documentary resources were used to collect data. Among the numerous findings were: (1) most of the teachers at the Institute had not taught in primary schools; (2) training was basically theoretical, focused on content, with minimal attention to methodology; (3) there was a lack of relationship between the syllabi of the Institute and primary schools; and (4) time devoted to training was too limited. Appended are the instruments used (in the Somali language). (MNS)

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African Studies
in Curriculum Development & Evaluation

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No. 104

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EVALUATION OF MATHEMATICS CURRICULUM IN PRIMARY TEACHER TRAINING INSTITUTE IN SOMALIA.

A&D Project
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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

AN EVALUATIION OF THE MATHEMATICS CURRICULUM IN PRIMARY TEACHER TRAINING INSTITUTE IN SOMALIA.

By

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SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

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CHAPTER .I.

I. PROBLEM ANALYSIS:

a. INTRODUCTION:

The introduction of modern mathematics in primary schools necessitated the introduction of modern mathematics in the curriculum of teacher trainig institution, the national curriculum centere was accordingly given the responsibility of preparing the mathematics syllabus for primary schools and teaching training institution.

The exercise was completed in 1972 and the syllabus was implemented thereafter for after, Since implementation about 1973, there has been very little follow-up to determine the adequacey of the content of modern mathematics and it's suitablitily or relevance to the need of the growing Somali society.

Varied opinion has been expresed by several proffesional people about the present mathematics curriculum. No serious scientific evaluation has however been undertaken on the syllabus, it is very essential at this stage however to evaluate the mathematics curriculum of the teacher training institutes if teachers should recieve training that will make them effectives in serving the need of schools for which they are being prepared.

BACKGROUND:

Somalia has passed through several different political stages in the colonial peried educational policy was based on the interest of the colonial government. After independence however the educational objectives were based on the national intrest so as to attain real indebendence in the field of economics , education and social development, these steps did not however and in succes due to the following reasons:-

1. The education policies of the colonial government were still being followed in Somalia even after independence for some years.
2. Economically nothing had developed during the colonial period.
3. The lack of awareness of the people toward education.
4. The great propertion of the Somali people are nomadic in nature. This therefore made social reconstraction and spread of education difficult.

In 1969 the revolutionary goverment come into being to adjust education to the countries devolopment.

The revolutionary ment adopted the objectives
of the newly int l educational system.
It was not howeve gh just to change the sylla-
bus which were t n the schools it was assent-
ial to launch a me of mass education so that
the Gread number le could have a oppertunity
to benefit from ion. Therefore the government
stated the follo neral and specific objectives
of education.

GENERAL OBJECTIV

Our education s one which is serving the in-
terest of our c The way we can wipe out ,
hunger,disease orance is to have personal
who are qualifi aching,agriculture,politics,
geology and in her field that is nesessary
to benefit the

SPECIFIC OBJECTI

1. To develo abour force which can create
an educat on that can increase production.

2. To promot tural revolut n that can unite
the natio a classless society.

3. To make t vidual realiz that the nat-
ion's nee more urgent t n the individual'

4. To promote functional under-standing of the Somali environment.

5. To produce useful Somali individuals.

Considering the above national policy and educational policy and educational objectives the Ministry of education requested the National Curriculum Development Center to undertakes the responsibility of preparing curricula for primary and secondry and tertiary institutions of education.

The 1972 the Somali language become the language of instruction in the primary schools, this had the effect of making people devolop more intereset in education. Consequently the number of students seeking admissin to schools started to increase each year. As a result of the new medium of instruction and the increase of students numbers, the curriculum has had to be reformed new teachers training institues were accordingly established immediately, and the famous one is Halane Teacher Training Institute.

(B) HALANE TEACHER TRAINIG INSTITUTE:

The objectives of it's creation was:-

1. To produce adequate qualified teachers, for primary programme.

2. To train a cadre that could conduct formal and non-formal education.

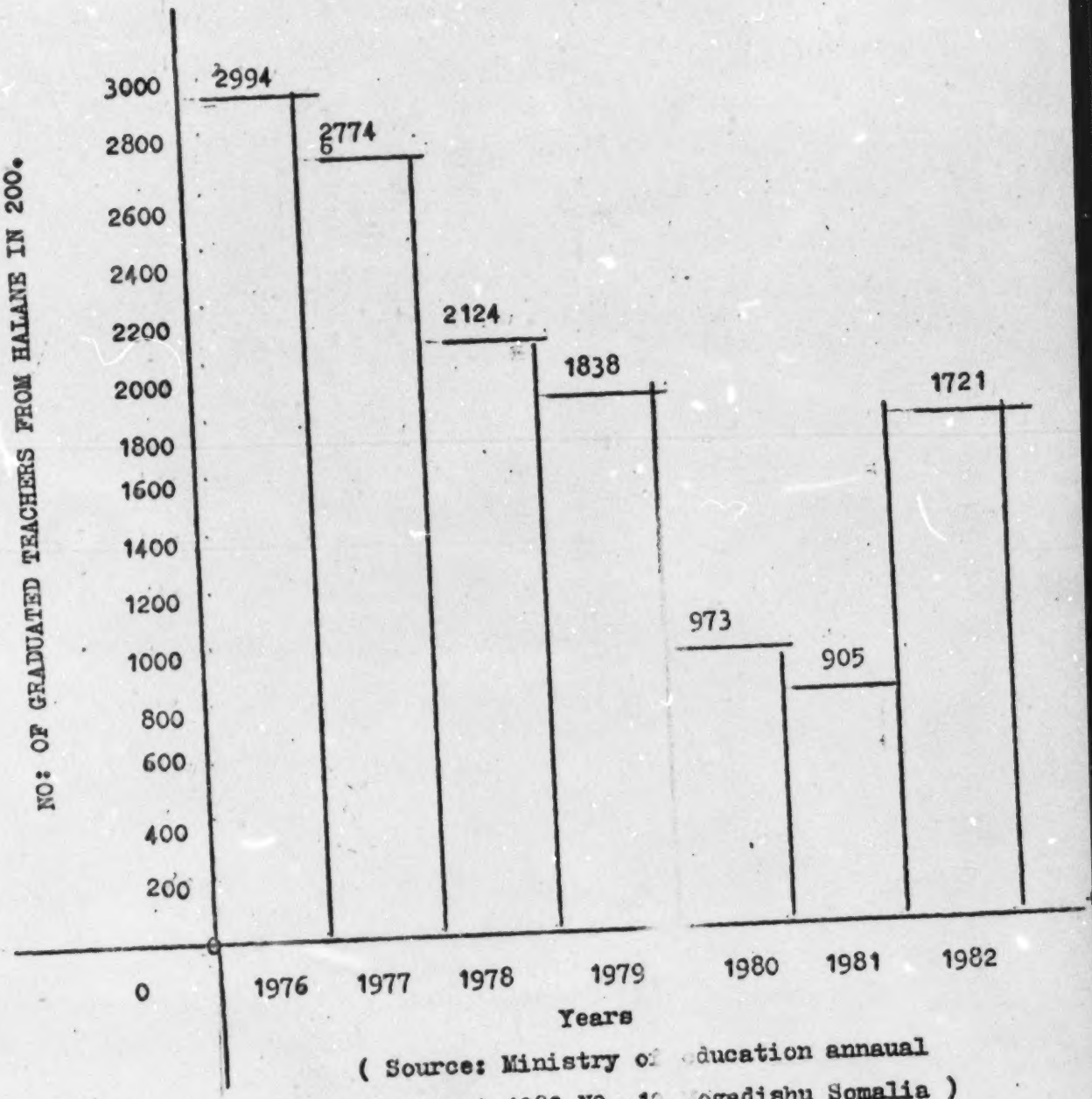
3. To recruit the teacher who can carry and spread the massage of the national policy.

About 2500-3000 trainees are trained in the institute yearly and these are selected froem the intermidiate school leavers.

The following bar-chart represent the number of student graduated from the teacher training institute in the year 1976-1982 (Since it's stablihment)

The figure decreases because the first two years 1976 and 1977 , one year training was given to the trainees to overcome the emergency need, then to improve their quality in 1978 they were split into two groups, one group graduated in one year and other group who are the best in perfprmance were extented into two years.

THE FIGURE BELOW SHOWS THE BAR-CHART OF THE HALANE GRADUATES IN THE YEARS 1976-1982



(Source: Ministry of Education annaual report 1982 NO. 1? Mogadishu Somalia)

The lectures of the institute are selected from the experienced graduates from the College of Education (LAFOLE) and some expatriate from 'ALESCO'. The curriculum of the institute is similar to the curriculum followed in the general secondry schools an equivalent certificate that of the general secondry is issued to the trainees who attains an avarage of 50% in perfermance.

While in the institute; the training programme of the students in mathematics doing the 2½year cource is structured as follows:-

A)I. in the first year the following topics of mathematics are offered:-

1. Number system	2. Bases
3. Aljebra	4. Sets
5. Expenential	6. Logardams
7. Plane Geometry	8. Analitic Geometry
9. Relations	10. Function
11. Trignometry.	

II. the first year of the institute is devoted to theoretical studies,with some haurs of observation teaching;

B) I. In the second year the following topics of mathematics are offered.

1. Quadratic equation
2. Progrestion
3. Geometry
4. Vecters
5. Trignometry
6. Matrix
7. Probability
8. Logic

II. The second year of the institute is deveted to theoretical studies with some hours of obsevation teaching and in addition to that they are given 2-weeks of teaching practice throughout THE to academic year.

C. The amount of time deveted to teaching mathematics is 5 period per week (each peried is 45 minutes) the amount thepretical periods throughout the 2 year courses given the trainees in mathematics are 350 periods. It can be concluded that H.T.T.I. is to heavily theoretical, neglecting it's practical side.

D. PROBLEMS:

The major problems regarding the implementation of mathematics curriculum are as follows:-

a) some of the trainees and teachers belive that:-

1. Modern mathematics does not enable pupils to cope with the arathmetic of every day life.
2. Modern mathematics does not help pupils to learn other subjects espicially science.
3. It does not help pupils to use mathematical ideas in businees, industry and teachnology.
4. It's not suitable for developing countries since it has been imported for the developed countrries.
5. It creates a general dislike of mathematics in the pupils and teachers because of it's difficult processes e;g. Associativity, distributivity.

b) the coordination of the topics of mathematic syllabus is not organized acocording to the standard of the students.

c) the instructional materials like text books, teachers guides, and supplementry materials are not enough.

d) the practical exercises of the text books are rather short and in most cases are not related to the needs and experiences of the trainees.

e) PURPOSE OF THE STUDY:-

the purpose of the study is to undertake and evaluation of the mathematics curriculum in M.T.T.I. with a view to:-

a) Determining it's weakneses and recommend measures to be taken to improve the system.

b) Examine it's relevance to the present needs of the Somali society.

c) determine the suitablity of the instructural materials and other support resourses.

d) invesigate the present organisation of teaching practice, and the time allocated to it.

f) LIMITATION OF THE STUDY:-

This study is short because the time factor compelled the writer to limit it, another limiting factor was that many of the teachers were reluctant to respond; getting information from school directer supervisers was difficult and the fact that in Somalia there are very few curriculum experts.

CHAPTER II.

PROCEDURE:

A-SAMPLE SELECTION:

The study involves obtaining informations gathered from various sources including Halane teacher training institute since it is the only institute where mathematics curriculum is implemented.

The sample to be selected will include the following categories of objectives.

1. Mathematic teachers of Halne teacher training institute.
2. Trainees of Halane teacher training institute
3. Recently graduated teachers from H.T.T.I.
4. Primary school inspecters.
5. Principls of H.T.T.I.

A.) The total number of mathematics teachers in H.T.T.I. is 15, since this number is small all mathematics teachers were included in the study. Teachers are the agents of curriculum reform and most likely to be aware of the strenghts and weaknesses of school curriculum and syllabus in their relative subject areas, despite the fact that the curriculum the syllabus teacher guide etc. Are prepared by curriculum developers the fact still remain that these reach the trainee throufh the teacher.

Thus if the teachers do not understand curriculum reform they became unwilling to take intiative in curriculum improvement, furthermore when teachers are not involved in the curriculum development process they tend to reject any curriculum innovation therefore it becomes important that in a study of this nature the teachers of mathematics should be consulted.

B) TRAINEES OF HALANE TEACHER TRAINING INSTITUTE:

Because of the large number of the trainees involved it was necessary to deal with only a random sample of trainees in the study.

The sample of trainees was selected by randomization adopting a propertional random sampling, 32 trainees who are now in their first year and 32 trainees who are now in their second year were selected.

The enrolment in the first and second year of H.T.T.I. as well as the number to be selected are shown in table I.

TABLE .I.

Year	Enrolment	Sample
First-Year	1307	32
Second-Year	1310	32
Total	2617	64

c) RECENTLY GRADUATED TEACHERS FROM H.T.T.I.

Part graduated of institute are aware of the problemsoo f implementing mathematics curriculum within schools, they are in a position to relate what they learnet in the institute to the actual teaching experiences in the primary schools; Because of the large number of these graduates a random sample of 44 mathematics teachers were selected from the primary schools in Mogadisho. Mogadisho is divided into 4 educational sections from each section one school was selected.

Out of the number of mathematics teachers in these school a certion number were selected all together the sample of mathematic graduates were 50.

Table II shows the school as well as the number of graduate mathematics teachers selected.

TABLE II.

Sections	Name of the sch.	Math Teach.	Sample	%
Sec A.	Hodan	16	15	93.7%
Sec B.	Wiil-Waal	12	12	100%
Sec C.	Shibis	10	8	80%
Sec D.	Y.Cartan	12	9	75%
Total		50	44	88%

D) DATA COLECTION INSTRUMENTS:=

Questionaries and some structured interview, test and documentry resources were the instruments of data collection used for the research.

1. QUESTIONNARIES:

The evaluation was conducted by means of three kinds of questinnaries:

i. questionnaries for the mathematic teachers of H.T.T.I.

ii. questionnaries for the trainees of H.T.T.I.

iii. questionnaries for the recently graduated of H.T.T.I.

I. Questionnaries required from the teachers were composed of two sections, The first section was designed to find out their personal experiences and qualifications the items in the second section of the questionnaries were essentially of structured type, Expected responses were be yes/no, or strongly agree, undecided, disagree and strongly disagree, the papers of the questionnaries had plank space where respondents could express their opinion freely Since the medium of instruction is Somali language the questions were prepared in Somali language, the questionnaries were designed in such a way that they could find out from the teachers the possible information needed(See Appendix A.)

II. Questionnaries for trainees elicted their knowledge and understanding of the subject and their reactions to the current mathematics curriculum

(See Appendix .B.)

III. Questionnaries of the recently graduated dealt with the relation ship between syllabus taken in the institute and the syllabus being taught in the primary schools, the problems encountred and the recomandation for selving the problems (see Appendix .C.)

Table III. Shows questionnaries distribution and Returing

TABLE III.

Popolation tybe	Sent	Returned	%
Math teachers of H.T.T.I.	15	13	86.6%
Trainees of H.T.T.I.	64	60	93.7%
Ex students of H.T.T.I.	44	40	90.9%

2.INTERVIEW:

The inteview involved the primary school inspectors principals of H.T.T.I. and some officials from the Ministry of education, to secure facts views and reactions as well as personal experiences which cannot otherwise be obtained (see Appendix D.)

3.TEST: The test was administrated to only the trainees who are now in the institute, both the first year group and the second year group.

The purpose of the test is to gather information about the understanding of mathematics on the part of the students.

4. DOCUMENTRY RESOURCES:

The study was also considered the past examination papers as well as the student performance in the past examination papers to compare in the examination that was be administarated in thisstudy ; The examination indicated whether performance in mathematics is improving or deteriorating over the years.

C) ADMINISTARATION OF THE INSTRUMENTS:

The questionnaries and the test were sent to the teachers and trainees of H.T.T.I. through the principals of the institute with a covering letter explaining the purpose of the study. Interviews were conducted by face to face mathed.

CHAPTER THREE:

DATA ANALYSIS:

It was felt by the researcher before the study started that H.T.T.I.WAS heavily based towards theoretical studies this neglecting the practical side which ought to be the main focus of the training ,hence, trainee teachers might not have been properly trained for teaching in primary schools;it was also felt by the researcher that most of the math teachears of the institute went directly from secondry schools to the college of education (without primary teaching experience).

Their background might be secondary oriented and their knowledge of oppropriate primary school methodologies might be mainly theoretical,and that might make them reluctant to teach demonstration lessons or to test the effectiveness of the methodologies they may be passing on to their students. The problem therefore revolves on the math curriculum of the H.T.T.I.with a view to:-

1. Determining it's weaknesses and recommending measures to be taken to improve the system.
2. Examining it's relevance to the Present needs of the Somali society.

3. Determining the suitibilty of the instructural materials.

4. INVESTigating present organisation of teachis practice,and the time devoted to it.

To do so,it was necessary to evaluate the present teaching/learning situation of H.T.T.I. and the present organisation of teaching practice ,the amount of time deveted to it through the years of the training progaramme.

The evaluation was done through questionaries designed for the maath teachers and ex-students already posted to primary schools as qualified teachers, and through structured interviews with teachers training college principts als and primary school inspectors in Mogadishu.

RECORDING QUESTIONNARIES RETURNS AND RESPONSES:

The questionnaries for math teachers of H.T.T.I. had a) 5 Personal questions b) 4 yes/no type questions. c) 15 Five point scale questions and d) 1 Free response questions and e) 1 Suggestion question(15) questionnaries were distributed to the math teachers in H.T.T.I. in Mogadishu (Since the total number of math teachers in H.T.T.I. is 15).

Out of the 15 questionnaries distributed to the math teachers in H.T.T.I. 13 (86.6%)

Were returned to the researcher, relating to the items seeking information whether the math teaches of H.T.T.I. have had primary school teaching experiences; 7 (53.8%) math teachers out of the 13 respondents had tought in primary schools during one year commpulsary of National Service, but only 1(14.2%) of them taught Mathematics at primary schools before they started at the college of education, 4 (26.6%) math teachers out of the (13) respondents had tought in P.S.[*] for more than 3 years[1] before they went to the college of education their years of service in P.S. ranged from (3) to (5) years and only 2 (13.3%) of them taught mathematics in p.s. the fact that seventy persent (70%) of the respondents had never had primary school teaching experiences of (Excepting National Service) and eighty persent (80%) had never taught mathematics at p.s may have had negative effects on their performance as teacher trainers and it might make reluctent to teach demonostration lessons, and a carry out student supervision during the situational teaching practice. It is thus more likely to reduce e teachers copacity

---

1. Primary teacher can take a teacher evaluation examination after 3 years service. if successful they can apply for place at the college of education of the national university. the national university. the nation

*' P.S = primary schools.

To adapt necessfully to rapidly changing conditation .

on the iteam reloted to the oppreciation of the educational progaramme of H.T.T.I. in mathematics ; 12 (92.3%)respondents said that H.T.T.I. programme was basically theoretical and minimal attention was given to nethodology, this is due to the fact that the H.T.T.I. Offers a two year course; during these years of trainings there are two mong subjects to cover in a very short period of time which can'not be implemented in the desived period ; the reduced time available for each subject such as mathematics leads to a superficial treatment of academic content with litthe or no methodology.

On the item seaking information whether the training recieved by student teachers in math could help in stanting their carier as professionals.

8 (61.5%) out of the 13 students responded that the training recieved by student teachers in math could not help them as serving teachers in primary schools. This a clear majority of math teachers of H.T.T.I. recopnized the training recived by student teachers was not RRRRRRRRRRRR Satisfactory.

Among the main weakneses of the training they mentioned the short duration of the progaramme which forced teachers to treat their subject superficially as they were told to complete their progaramme for final examination . This led to a focus an academic content rather than mathodology.

The student teachers were sent for teaching practice of their second year for two weaks may and great number of students did not teach mathematic subjects in classroom where they were posted.

The brief time allocated to situational teaching practice in mathematics (5% of Course) did not allow student teachers to practice what they had learnt properly the lack of relationship between primary teachers colleges programme and primary school syllabi in mathematics was also suggested as a handicap to trainee teachers in mastering primary school methods.

5(38.4%) responded that the training recieved by student teachers in maths could help them to start their carrer as profesionals, they stated that general education recieved by students in their primary schools and the theoretical preparation they were given at the H.T.T.I. WERE sufficent to ensure.

That they could master their carrer for them, the teacher has to try methodologies he got from the institute and select which ones could be adaptable to his classroom situation and his pupils, for the same some group of teachers, there was no point in wasting too much time organizing situational teaching practice since trainees were mature enough and could do it themselves as graduation the main consern of teachers training colleges should be to supply student teachers with necessary skills and knowledge which could help them to start their carrer as proffessionalAs, confident about what they do and capable of mastering day to day classroom activities and under standing mathematical problems which could ocur in their field of work .

On the item seeking information about the content of mathematics and it's relavance to the need of the Somali society ; 10(76.9%) of the 13 respondents of the math teachers of h.T.T.I. agreed that the programme of H.T.T.I. were appropriate in the needs and aspirations/realities of our country .

However they claimed that there were to many topics to cover over a very short period of time which is not possible to fulfil ;

3(23.07%) suggested that the national curriculum center should give a specific stress to the selection of topics and the available time allocated to each topic. On the itam dealing whith the improvement of the organization of teaching practice and the time allocated to it throught the two years of training; 12(92.3%) Suggested that almost (5%) of the available time of H.T.T.I. trainig were devoted to teaching practice and primary schools nothology and almost(95%) were theoretical and academic subjects/studies, they said that trainee teachers had to be posted to primary schools only at their second year for two weaks and most of them do not teach mathematics during these teaching practice. The trainees took a teaching methodology theoretical as a seperate subject for 4 hours per weak through the two years of training, and this is true for the general subjects and not special for the teaching mathematics . So they suggested that the duration of the course should be extented for one year more to allow more time for the professional trainig of student/teachers.

1(7.69%) said that the training in H.T.T.I. had to be basicelly theoretical and that student teachers had to find out which teaching methodologies could suitable for their classroom situation while being already posted as graduate teachers.

The analysis of the responses to this item lends great support to the inadequacy of the time devoted to teaching practice.

If only (5%) of the time available is devoted to situational teaching by student teachers through the two yeabs then there is some thing wrong with the present system.

On the item seeking information about the modern mathematics which is the programme followed by our schools: 9(69.2%) of the respondent criticised that:

1. Moderm mathematics does not anable trainees to cope with the arithmatic of every day life.
2. Moderm mathematics does not help trainees to learn other subjucts, specially science.
3. It does not help trainees to use mathmatical idea in business, industry and technology.
4. The moderm mathmatic syllabus and the text books being used in H.T.T.I. are far to difficult for the avergge trainees in the institute.

5. The applications of mathematics were largely ignored, mathematics should derive from and apply to the real world or it loses vitality.

6. They complained that there is so much work to be done that they have no time to try out new techniques in their teaching.

7. The language used in modern mathematics is generally difficult for most trainees.

8. There is not enough evaluation of the new maths in H.T.T.I. TO determine it's adequacy and relevance to the teacher training institute.

4(30.7%) of the repondents agreed that new maths is the most suitable progaramme in teacher training institutions since modern mathematics is introduced in the primary and secondry schools in Somalia.

In general math teachers of H.T.T.I. pointed out the fallowing main weaknesses and suggestion:-

1. Educational programmes of H.T.T.I. do not take into acount the primary school syllabi (includin maths).

2. There is an unequal allocation of time between theoretical and practical studies.

3. The lack of quilefied and experienced math teachers does not help student teachers in the acquisition of approprite teaching methodologies;

4. The math ~~x~~ syllabi is too long for the ~~t~~ two year training prpgramme.

5. College accomodation should be wore confotable for the trainees during their training (Malane is organised on militry style organization)

6. Student should be selected from secondry school graduates rather than primary school graduates.

7. Teacher training institute should decentralise to the regions.

Answering to the item related to the availability of the teaching materials:-

13(100%) of the respondents agread that the H.T.T.I. have no adequate library facilities which limts students only to their teachers lectures and does not ~~xx~~ create a since of inquiry among trainees, they mentioned there is a lack mathematical equibment such as rulers, Albums, instructural materials and other support resources.

On the item seeking information regarding motivation ~~ration~~ of the students:-

11(84.6%) of the respondents supported that trainees are ~~mat~~ motivated to participate in class - room activities during the teaching/learning situation.

2(15.8%) of the respondents said that some are too young to participatem class-room activities

Ar' to do self study for their own sake in mathematica.

b) STUDENTS QUESTIONNARIES IN H.T.T.I.

The questionnaries for trainee teachers had five yes/no questions, one free response questions and one suggestion questions.

32 Questionnaries were distrabuited to the trainees who are now in their first year and 32 trainees who are now in their second year,

60(93.7%) questionnaries were returned to the researcher from the trainees out of the 64 questionnaries distributed.

On the item dealing with the appreciation of the educational programmes in H.T.T.I. :

40(66.6%) trainees responded that the educational programme was satisfactory.

20(33.3%) said that the programme was not satisfactory.

On the itam seeking information about the topics to be eliminnated and useful ones to be added:

36(60%) mentioned that Boleam aljebra had to be replaced by elementry aljebra and space geometry by plane geometry.

14(23.3%) said that more concentration had to be given to arithmetics, percentages, proportion aljebra and culculus.

10(16.6%) Suggested that all the topics had to be revised each year.

On the itam conserned with wheter the students felt well prepared to interpret primary school mathematics by the and of the training.

40(66.6%) trainees responded that they were not well prepared for teaching primary school mathematics. Among the reasons they gave to back their opinions; those appearing frequently were the following:-

1. Math syllabus in H.T.T.I. had no relation with those of the primary school mathematics.
2. The lack of background knowledge of mathematical concepts.
3. THere was nohelp from most of their math teachers to encourage them when preparing and presenting their lessons.
4. The time allocated to the teaching practice(5%) was not enough and most of them did not teach mathematics during the teaching practice.

20(33.3%) trainees responded that they were ready to teach primary school mathematics with out difficulties, on the itâm dialing with the weaknesses of the training programmes in mathematics .

20(33.3%) respondents mentioned that there were to many topics covered with in a very short period .

15(25%) responded that the training did not prepare the trainees to teach mathematics at primary schools.

10(16.6%) said that the math curriculum in H.T.T.I. was in appropriate to the need of the Somali society

15(25%) said that the contents of the math syllabus was very difficult for the level of the trainees.

Trainees pointed out other weaknesses of the training the Ones which aplared frequently were:-

1. The short period of time for training in the H.T.T.I. is not enough tp cover the topics of maths prpgramme.

2. The training is heavely theoretical and does not allow trainee teachers to practice their teaching while at the institute.

3. The lack of teaching material geometerical equihments as well as support library tends to leave the teachers and the student teachersy with no back-up resources.

4. The lack of sufficent qualified expenienced and motivated math teachers did not ensure good guidance of students during the teaching /learning situations and sitational teaching practice.

On the item dealt with the time allocated to teaching practice: 30 (50%) of the respondents said that the time allocated to teaching practice was insufficent to prepare professional teachers capaple of teaching efficiently primary school mathmatics.

25 (41.6%) said that they had not taught mathematics during the weeks of teaching practice.

5 (8.3%) said that the time devoted to teaching practice was enough to train primary school mathematic teachers.

The following where the most common suggestions geven by student teachers to improve the organization of teaching practice in the H.T.T.I:

1. To increase the time allocated to teaching mathodologies a nd practies.
2. To extend the duration of the training courses by one year.
3. To past students to class-room where they could practice their teaching under the guidence of a qualified and efficent primary school mathematic teachers and an experienced Halane math teachers.
4. To provide teaching aids and mathematical equibment and facilities to use in the class-foom situation.
5. To crate pilot schools in Somalia.

On the item seeking information whether training is theoretical or practical of both: 44 (73.3%) responded that the training of H.T.T.I. was basically theoretical and offered the students few chances of practicing mathematic teaching. 16(26.6%) responded that the training wa s both theoretical and practical.

Here there is loud evidence supported by the reaction of (73%) of the resondents of this item that the training was basically academic and heavely theoretical, and minimum attention is given to the practical component.

The researcher prepared a test for the trainees who are now in the institute, both the first year group and the second year group.

This test was set from the primary school syllabi to determine how far the trainees are prepared to teach the primary school mathematic syllabus.

Since the number of trainees are 2617, only 100 trainees are selected randomly from the different classes.

52 (52%) of the trainess scored more than 50% and 48(48%) of the trainees scored less than 50%. This indicates the need of establishing links between primary school syllabi and teacher training syllabi and since the trainees are being trained for primary schools.

At the time the study was conducted, the H.T.T.I had the mid-term examination, so the researcher considered the resultes of the students performance in mathematics.

10 Class was selected randomly out of 60 classes of H.T.T.I.

Table IV Shows the classes and the number of students as well as the number of students who passed mathematics and their percentages.

TableIV: Results of mathematics in the mid-term examination in H.T.T.I.1982/83.

Classes	Number of Students	Number of students passed in math	percentage passed
T1	41	15	36.5%
T2	39	20	51.2%
T3	40	19	47.5%
T4	40	7	17.5%
T5	40	8	20%
T6	40	8	20%
T7	62	18	29.5%
T8	64	12	18.7%
T9	64	8	12.5%
T10	63	3	4.76%

Suorce: H.T.T.I administration office.

An analysis of these results shows poor improvement of the students performance, at this examination.

Several factors may be responsible for the poor results. It may be due to either the type of curriculum, the attitude of the students toward mathematics, the schoolsinfrastructures, instructional materials available, the quality of teachers, or a combination of severral of these factors.

The limited time allowed to this study made it impossible to evaluate and asses the role of each of the factorsin influencing the performance of students in mathematics.

C) EX-STUDENTS QUESTIONNARIES:

The questionnaries for the recently graduated from H.T.T.I had 6 free response questions , 9 yes/no type questions; one suggestion question.

44 qiestionnaries were distributed to the recently graduated from H.T.T.I which were at 4 diffierent schools in Mogadishu, Mogadishu is divided into 4 educational sections, from each section one school was selected.

40(90.9%)questionnaries were returned to the researcher out of the 44 questionnaries distiributed.

On the item concerned about the relation between the math syllabi of H.T.T.I and those of primary schools:

29(72.5%) responded that there is no link between the math syllabi of H.T.T.I a nd the primary school syllabi.

11(27.5%) responded that there is some relation between the math Syllabi of origralle ub Halane T.T.I and primary school syllabi.

On the item seeking information whether the training was theorotically or practical or both:

38(95%) responded that the training of H.T.T.I was theorotical and did not give to trainee teachers a cahnce of practicing teaching.

2(5%) asserted that the training was practical and gave to students the opportunity of assimilating teaching methodologies.

A total of (95%) of the respondents agreed that the training was wieghted too heavily on theory with rather little emphasis on the practice of the profession. This had led the new teachers to feel incompletely prepared for their profession.

On the item seekin views on what could be considered as the weeknesses of math programme in Halane T.T.I:

22(55%) ex-students responded that there were too many topics to cover in a very short period, so the programme was too loaded.

10(25%) said that the math syllabi of H.T.T.Iwere almost secondry school syllabi and did not take into account the primary schoo l s syllabi.

8(20%) said that the math syllabi of H.T.TI was difficult for the level of trainee teachers and was inappropriate to the realities and aspiration of the Somali people.

Respondents also mentioned some more weaknesses of the training in H.T.T.I:

1. Teaching practice is largely neglected in H.T.T.I.
2. The Institute has no adequate library facilities; Geometrical equipments and any support materials.

3. Most of the math teachers of H.T.T.I are directly from secondary schools to University and then posted to the Institute; Their knowledge of appropriate primary methodologics is mainly theirotical. This is what makes them reluctant to teach demonostration lessons.

On the item dealt with the time allocated to teaching practice: 34(85% ex-students responded that the time allocated to teaching practice was not enough for the professional training of the trainees.

6(15%) respondents said that the time for teaching practice was sufficent to provede trainees with a good teaching methodologies..

ANSARING the itam whether the experience during sitautinal Teaching practice helped them in their teaching carer.

30(75%) said that the teaching experience gained poined from the H.T.T.I. did not help them in their proffesional teaching. Among the resons they gavd to support their view were;-

1. The short time available for situational teaching practice did not allow them to stry out several teachniques enabling them to intrest INTEVACT more logically with the learns

2; The lck of sufficent experienced and motivated math teachers resulted in poor supervison during the situational teaching practice.

3. The lack of velotion ship between the syllabi H.T.T.I. and primary school syllabi in mathematics

10(2.5%) said that the teaching experiences gained from H.T.T.I. was suffent for the teacher courser. Carrer.

D) RECORDING VIEWS FROM H.T.T.I.

PRINCIPLALS:

H.T.T.I.is divided into 5 great sections each of which has it's awn principals, teachers, trainees, staffex and so an these 5 principals were INTERVIWED with the the purpose of recording their opinion about the main issues of these research which to were:-

To determine the weakness of H.T.T.I. and recomond measures to be taken to inprove the systemmx in H.T.T.I.

To examine of the releavance of the math curriculum to the present needs of the Somali society. to investigate of the instructional material and other support resourses to review the organization of teaching practice and time allocated to it.

A structured interview was prepared with 5 Questionns .

Answering the question on the weakness of math curriculum in H.T.T.I. all the principles agreed that:-

The contents of math syllabus in the H.T.T.I.were secondry oriented with no emphasis on the practic and teaching skills of the trainee. They added that the lack of relation between the primary school syllabi and those of H.T.T.I. Constituted one of the major weakness of the programme the student teachers are not given a chance to practice primary school mathedology while in the training colleges

Most of the teachers of the institute had no primary school experiences and they were reluctant to teach demonstration lessons.

Reacting on the question of relevance of the training to the present need of the Somali society:

2(40%) principls said that the math syllabi in the H.T.T.I. was not relevant to the needs and aspration of the present Somali society.

Among the ressons they gave to back their opinions were

1. The short period of time(one-two ydars training) was not enough to prepare a quilified primary math teachers.
2. There are great number of topics in mathes to cover in a very short period of time.
3. They complained that the place where the institute is situated is not canducir for the training teachers
4. the lack of practical component of the training is a gread handicap for the trainees.
5. Lack of experienced and motavated math teachers in H.T.T.I.

2 Principals agreed that training could not allow trainee teachers to master the primary schools mathodologes in maths and they are not well prepared to face the trainiing profession.

3(60%) principals said that the math syllabi in the H.T.T.I. was relevant to the needs of the present Somali Society. On the itam seeking information on the Suitibibity of the instructural materials and other support materials. all the principals agreed that there is a lack of instructural materials and other support resouries.

On the organization of teaching practice and time allocated to it all principals mentioned that two weeks of teaching practice through the whole years of TRAining could not make trainee teachers good quilified teachers they addfd that the time allocated to teaching practice were not enough.

The following suggestion were given by all the principils

1. Extend the duration of the training by at least one year.
2. Increase the time allocated to teaching practice and methodlogies allowing (2/3) of the available to prractice and (1/3) to theory.
3. Provide quilified and experiences math teachers in H.T.T.I. capatable of supervising students efficnt ly during the teaching practice and of helping them in the orquonition (acquisition) of teaching mrthodologes.
4. Establish a link between primary school syllabi and that in teachers training college.
5. Elaborate other topics with would be relevante to the need of the society and the learns teachers.
6. Provide teaching mathematics and geometrical equibents.
7. Provide a well furnisred library to serve as support materials for students and teachers.

Create a pilot schools Which is very inportent in our country.

E) RECORDING INSPACTORS VIEUS:

The primary school inspastores where interviewed with the purpose of ~~reading~~ recording their opinious on the teaching of H.T.T.I. ex.students serving as quilified math teaching primary schools and what they thought could bedone to improve the quility of math teachers in primary schools.

4 Inspactors were inter viewed, one in each of the educational section in Mogadishu.

Relating to the question whether newly graduated teacher from H.T.T.I. were teaching satisfactorily 1(25%) said that the teaching of these teachers was good. 3(75%) inspactors said that the teaching of the new graduated were poor espicialy the first year of the carer they also said that some teachers had good lesson plan, but their apparent major problem was transmission or the ability to make themselves understood by people of lower intellectual levels.on the improvement of the quility of math teachers of primary schools,all the inspactors recognized the necessity of focussing the training on practical aspects and the acquistion of teaching methodologes,they added that trainee teachers need long period of proffessionnl training to claims to be actual.professionals.

Professionals also the duration of the courses in H.T.T.I. had to be extented by one year more They mentioned that trainees should be selected from secondry school leavers and provide them more practical and teaching methodologes.

They also suggested the importance of pilot scools in SOMALIA.

CHAPTER V.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS:

Ingeneral the primary teacher training institute ought to impart to trainees teachers specific skills and knowledge which could help them cope easily with their teaching carrer. Such skills, activties or knowledge might include the teachers conduct, the organization of his ability to hold attention, maintain discipline and access his pupils, as well as his ability to use modern teaching aids and adapt to new changes.

It was felt by the researcher that Halane teacher training institute was heavily based on theoretical studies, thus neglecting the practical side which ought to be the main focus of the training for an appropriate acquisition of teaching methodologies and skills for the trainees.

It was also felt by the researcher that the background of the most math teachers of the institute was secondry oriented and their knowledge of appropriate primary school methodologies might be mainly theoretical and that might make them recluctant to teach domonostration lessons. Hence, trainee teachers might not have been trained properly for teaching in primary schools.

This study was conducted to evaluate the mathematics curriculum in the H.T.T.I with a view to:

1. Determining it's weaknesses and recommand measures to be taken to improve the system.
2. Examining it's relevanse to the present need of the Somali society.
3. Determining the suitibility of the instructural materials.

4.Investigating the present organisation of teaching practice and the time allocated to it and to make recommindations on how to improve the present content of H.T.T.I., what should be the training recieved by math teachers of H.T.T.I. and how to organise teaching practice for a better quality of teachers .

The target popolation for the study were :

1.Mathematic teachers of H.T.T.I.

2.Traineesm of H.T.T.I.

3.Recently graduated teachers Hor H.T.T.I.

4.Primary school inspectors.

5.Principals of H.T.T.I.

The researcher used for the research H.T.T.I since it is the only primary institute where the mathematics curriculum is implemented .

The institute had (1307) trainees who are now a t their s second year , and a total number of 15 Math teachers.

Becausr of the large number of the trainees involved, it was necessary to deal with only a random sampling of trainees in the study, 32 students who are now in their first year and 32 students who are now in their second year.

32 questionaries were distributed to the trainees who are now at their first year and 32 questionnaries for the trainees who are now at their second year.

60 questionnaries were returned to the resea rcher out of 64 questionnaries distributed.

15 (100%) math teachers of the sampled target population were used and 15 questionnaries were distributed to them (since the total number of math teachers in H. T.T.I. is 15).

13 (86.6%) were returned to the researcher out of the 15 questionnaries distributed to the math teachers in H.T.T.I.).

A random selection of ...

A random selection of 44 ex-students posted at four different schools in Mogadishu were used in the reseach, Mogadishu is diveded into 4 Educational section, from each section one school were selected.

44 questionnaries were distributed to the recently graduated from H.T.T.I and 40 (90.9%) questionnaries were returned to the researcher out of the 44 questionnaries distributed.

Halane T.T.I. is divided into 5 great section each of which has it's own principal; teachers, trainees, staff ect and so on . The 5 Principals were interviewed with the purpose of recording their opinion about the main issues of this research. Four primary school inspectors were interviewed, one in each of the educational section in Mogadishu. Also the researcher prepared a test for the trainees whom are now in their second year, this test was set from the primary school syllabi to determine how far the trainees understand the primary school Mathematic syllabus. And 100 trainees are selected randomly from 4 different classes.

The design of the research was (survey research) based on peoples opinions. Three questionnaries:
One for Math Teachers of H.T.T.I, a second for trainees of H.T.T.I, and the third one for ex-students of H.T.T.I.

And test for the trainees who are in their second year and those who are now in their second year, and structured interview as well as documentry resourcesfrom the ministry of education were used as research instruments.

The questionnaries were designed by the researcher with reference to ACO (African curriculum Organization) ex-students project works and other sourses.

All the questionnaries were manually analysed by the researcher and the colcolations, were don withe the help

of a hand electronic colculator.

1. FINDINGS EMERGING FROM ANALYSIS OF DATE

a) MATH TEACHERS AND PRINCIPALS OF H/T/T.I.

The following were the major responses and suggestions by mathematic teachers and principals of H.T.T.I.

1. Mathematic teachers of H.T.T.I. to be experienced and Knowledgeable in primary school methodoligies to help students acquire oppropriate teachin skills.
(The fact that eaghty per-cent (80%) of math teachers of H.T.T.I had never taught mathematics at primary schools may have had negative effects on their performance as teacher trainers)

2. The programme was basically theoretical and minimal attention was geven to mathodology.
(Tw o third (2/3) of the available time for H.T.T.I. training to be devoted to teaching practice and primary schools methodologies).

3. There were too many subjects to cover over a very short period of time .

4. Training recieved by student teachers in mathematies could not help them as serving teachers in primary schools;

5. The lack of relation ship between primary teachers training institute programmes and primary school syllabi in mathematies.

6. National curriculam center should give a specific stress to the selection of topics and the available time allocated to each topic.

7. National curriculam center should help and encourage teachers for pubblishing mathematic books.

8. Duration of training in H.T.T.I. to be extended by one year.

9. Well furnished library and relevant materials to be supplied to H.T.T.I.

10. Some of the trainees are too young to participate classroom activities.

11. Student to be sellected from secondry school graduated rather than primary school graduates.

12. Teacher training institute to be decentralised to the regions.

13. Lack of experienced and motivated math teachers in H.T.T.I.

14. Create a pilot schools which does not exist in Somalia at present.

15. The radio should support trainees by broadcasting educational programmes related to their studies.

b) TRAINEES IN H.T.T.I. AND EX-STUDENT OF H.T.T.I.

The following responses and suggestions were given by student teachers and ex-student teachers of the H.T.T.I.

1. The lack of relation -ship between the syllabi of H.T.T.I. and primary school syllabi in maths.

2. Priority is to be geven to the teaching matods and skills rather than academic achievements.

3. Knowledge of math teachers of H.T.T.I. of appropriate primary school methodologies were mainly theoretical.

4. Time for teaching practice was not sufficent to provide student teachers with teaching methodologies and profissional responses to the realities of the school.

5. Duration of the training course to be extended by one year.

6. Useless topics to be eliminated from the training programme and useful ones to be included.

7. Team teaching to be encouraged for a good acquisition of teaching methodologies.

8. The syllabi was too long for the two-year course.

9. Organization of teaching practice to be under control of expiricnced teachers and qualified primary school teachers.

10. A well furnished library should be provided to students and teachers in H.T.T.I.

11.

11. Experienced and motivated math teachers should be selected from the college of education especially those who had primary school experience.

12. Create pilot schools in Somalia.

C) INSPACTORS:

The following responses and suggestions were given by four primary school inspectors in Mogadishu.

1. Teaching experiences of newly graduate school teachers was very poor especially the first year of their carser.

2. Teachers had to acquive basic methodological approaches to lessons from the teachers trainig colleges.

3. The math teachers of H.T.T.I. had to be facussed on the organization of teaching practice.

4. Duration of the training course in Halane to be extended by one year.

5. More time to be devoted to teaching practice in the institute.

6. To create pilot schools in Somalia.

2. CONCLUSIONS BASED ON FINDINGS:/

The following main points are the conclutions come out by the time the research was conducted.

1. The short period of time devoted to the training resulted in superficial treatment of the content, giving no evaphasis on the professional training.

2. The lack of relation-ship between math syllabus of H.T.T.I. and primary school syllabi contributed to irrelevant training courses.

3. The lack of qualified and experienced math teachers in H.T.T.I. conversent in primary school methodologies

4. The syllabi were too long for the two-year training course and there were too many subjects covered.

5. The lack of effective teaching practice due to the insufficent number of experienced math teachers and good colloboration between math teachers, students and quilified primary teachers.

6. The Halane teachers training institute locked adequate library facilities and other instructional materials.

7. The need of creating pilot schools in Somalia

8. Students to be selectad from secondry school graduates rather than primary school graduates.

9. Teacher training institute to be decentralised to the regions.

to provide Variety of teaching skills and teachniques relavant to their actual teaching/learning situation.

-So The researcher recommands that. -

1. Experienced and matirated math teachers should be selected from the college of education; especially those who had primary school experience.

2. Priority is to be given to the teaching methods

and skills rather than academic achievments.

3. Teacher training institute programme should reflect the fact two third($\frac{2}{3}$) of the work is on teaching practice and mathedologies and only ($\frac{1}{3}$) is an academic work.

4. Establish a relation ship between the primary school syllabi and the syllabus of H.T.T.I. in mathematics.

5. USEless topics should be eliminated from the training programme and usefal ones to be included.

6. The duration of the course should be extended by one year.

7. The mathematic teachers knowledge espicially in the area of methodology and supervision of students during teaching practice should be up-dated.

8. Library facilities should be provided and students should be encouraged to make use of the library as a sourse of information.

9. Create a pilot schools in Somalia.

10. Students to be selected from secondry school graduates rather than primary school graduates.

11. Teacher training institute should decentvaline to the regions in Somalia.

12. The development of speed and accuray in mental colluculation should be included the mathematics course.

13. Supply of mathematical instruments and expendible materials in H.T.T.I. should be inproved, both in quantity and quality.

14. A group of experienced and math teachers in H.T.-T.I. practising primary teachers should be involved in writing math books, for the institute thrpugh writing work shops.

15. At the END OF THE course, the primary mathematics teacher should be able to:-

a) Display a knowledge of objectives, content, and organization of primary mathematics.

b) Show evedence of understanding of mathematical concepts.

d) Communicate using suitable mathematical language.

d) Vary his methods of approach to cater for the need of pupils, and be aware of and use apportunities that may arise. During the lesson to give favorable experience.

e) [illegible]. Relate mathematical concepts to real life situation.

F) Diagnose pupils mistakes and prepare the necessary remedial work.

g) Develop a positive altitute towards mathematics so that he aspires to learn more though:-

(i)Special study project(individually or group)

(ii)the use and sharing of available materials and experiences formally and informally.

h) Disply familiarity with curent reform in mathematics.

i) Learn and teach through activity experience, experimentation and guided discovery.

CONCLUDING REMARKS:

It is the hope of this researcher - himself a director of one of the 5 colleges that constitute Halane T.T.I. -that the findings of this research will need to changes in the present system of math teaching in Somalia.

Mathematics are ofen colled the foundation of learning and it is vital that all young Somalis get a through understanding of the basic consepts.

It is equally important, that the maths taught are seen to be relevant to both the needs of the pupils and to the society in general.

To do this dicisoins must be taken based on concrete data.

It is hoped that this research has contributed to this need.

APPENDIX .A.

JAMHUURIYADDA DIMUQARAADIGA SOOMAALIYA
WASAARADDA WAXBARASHADA IYO BARBAARINTA
URURKA MANAAHIJTA EE AFRIKA(A.C.O.)

Su'aalahan soo codda waxaa loogu tala galay barayaasha Xisaabta ka dhiga Machadka Tababarka Macalimiinta Xalane. (M.T.M.X.)

Jaalle,waxaa lagaa codsanayaa in su'aalahan soo socda uga jawaabtid si fur-furan oo daacadnimo ku dheehan,waxaa mudnaan iyo tixgelin adag la siinayaa warbixintaada. Waxaa su'aalahan ujeedadoodu tahay in laga qoro buug qiimeynta Manhajka Xisaabeed ee M.T.M.X.,ka dibna loo diro ururkaa Manaahijta ee afirka(A.C.O).

(Warqadda ha ku qorin magacaaga)

Qeyba I

Warbixinta baraha Xisaabta ee M.T.M.X.

1.Magaca Machadka----------

2.Dhiddig----------Lab---

3.Jaamacadda aad ka qalin jibisay----------

4.Shahaadadaada nuuceeda----------

5.Immisa sanno ayaad Xisaabta ka dhige ay dugsiyada h/dhexe ----------,Iyo M.T.M.Xalane----------

QEYBTA II

Fikradaha baraha Xisaabta ka dhiga M.T .Xalane.

a)Fadla hoos ka xariiq haa ama maya hadl taad ku waafaq san tahay

1.Ujeedooyinka waxbarasho ee manhajka aabeed ee M.T.M.Xalane, mayihiin xaqiiqi la gaari karo. Haa/ ya

2.Daruusta Xisaabeed magaarsiisan taha eerka wax garasho ee ardayda. Haa/Maya

3.Manhajka Xisaabeed ee M.T.M.Xalane m lagu fulin karaa mudadii loogu tala galay. Haa/maya

4.Qalabka waxbarasho ee Xisaabeed ma y liin dugsigaan. Haa/Maya

b) Padlan goobo geli nambarada 1,2,3,4,5, kuwaasoo kala ah:

1.———— Aad baan ugu waafaq sanahay.

2.———— Waan ku waa faq sanahay.

3.———— Waan ka aamusay.

4.———— Kuma waa faq sanâ.

5.———— Aad baan u diida nahay.

1.Daruusta Xisaabeed ee M.T.M.Xalane waxaa lagu beegay baahida waxbarasho ee ardayda Machadka.1,2,3,4,5,

2.Xisaabta cusub waa buragaraamka ugu habboon in lagu dhigt Machadka Tabarka Macalimiinta Xalane.1,2,3,4,5,

3.Tababarka Xalane daruustiisu waa wada oraah(Theoretical) 1,2,3,4,5,

4.Tababarka Xalane daruusteedu waa wada baraatiko(practical 1,2,3,4,5,

5.Daruusta Mac.Tab.Mac.Xalae waxaa uu isugu dhafan yahay • oraah iyo baraatiko 1,2,3,4,5,

6.Tababarka Xisaabeed ee ardayda lagu siiyo Machadka wax u tarto ardayda wax ka dhigi doonto dugsiyada hoose dhexe 1,2,3,4,5,

7.Ardayda waxa aay ka qeyb qaataan nashaadka dugsiga inta waxbarashada socoto 1,2,3,4,5,

8.Ardayda waxa aay u bisil yahiin waxbarashada gaar-gaarka iyo tan koox kooxda ah 1,2,3,4,5,

9.Ardayda waxaa la siiyaa aqoon,awood waxbarasho si uu u h baranimada Xisaabta ee dugsiyada hoose dhexe 1,2,3,4,5,

10.Inta waxbarashada socoto wax qiima ah ma sâisid habka wa dhigista Xisaabeed.1,2,3,4,5,

11.Daruusta Xisaabeed ee Mac.Tab.Mac.Xalane way ku bafan ta labada sanno ee dugsiga soodo.1,2,3,4,5,

12.Mudada dugsiga wax la dhigto waa in lagu kor dhiyaa hal 1,2,3,4,5,

13.Manhajka Xisaabeed iyo Tab.Xalane waa ku sar go'an yahay saarista bara buuxa.1,2,3,4,5,

14.Manhajka Xisabeed ee M.T.M.Xalane waxa uu ku beegan yahay baahida dad weynaha Soomaaliyaad.1,2,3,4,5,

15.Tijaabada wax dhigista ee ardayda M.T.M.Xalane ku sameyso dugsiyada hoose dhexe ee Mugadisho waa kuwo wax tar badan. 1,2,3,4,5,

16.Sheeg dhibaatooyinka hor taagan fulinta manhajka Xisaabeed ee M.T.M.Xalane.

_____

_____

_____

_____

_____

17.Sheeg sida aad isleedahay dhibaatooyinkaasi waa loo xalin karaa.

_____

_____

_____

_____

_____

APPENDIX .B.

JAMHUURIYADD ADIMUQARAADIGA SOOMAALIYA
WASAARADDA WAXBARASHADA IYO BARBAARINTA
URURKA MANAAHIJTA EE AFRIKA

Su'aalahan soo socda waxaa loogu tala galay ardayda ku jirta Machadka Tababarka Macalimiinta Xalane.

Jaalle:Waxaa lagaa codsanaayaa in aad su'aalahan soo socda uga jawaabtid si furfuran isla markaana daacadnimo ku dheehan,waxaa mudnaan iyo tixgelin adag la siinayaa warbixintaada, waxaa su'aalahan ujeedadoodu tahay in laga qoro buug qiimeynta manhajka Xisaabeed ee Mac.Tab.Mac.Xalane,ka dibna loo diro ururka manaahijta ee afrika(A.C.O.)

Warqadda haku qorân magacaaga:

Fadlan hoos ka xariiq Haa ama Maya hadba tii aad ku waafaqsan tahay:

1.Manhaka Xisaabeed ee Mac.Tab.Mac.Xalane waa aay sahlan yihiin isla markaana la fahmi karaa. Haa/Maya.

2.Manhajka Xisaabeed ee Mac.Tab/Mac.Xalane aad buu u dheer yahay marka loo eeggo labada sanno ee lagu jiro Machadka. Haa/Maya.

3.Mudada lagu jiro Machadka waa in lagu kor dhiyaa hal sanno. Haa/Maya

4.Tababarka Xisaabeed ee lagu siiyay way kugu filan tahay inaad Xisaabta ka dhigtid dugsiyada H/Dhexe ee dalka. Haa/Maya

5.Tijaabadii wax dhigista ee aad ku sameeysay dugsiyada H/Dhexe ee Mugadisho waxa aay ahaayeen qaar waxtar kuu leh. Haa/Maya

6.Sheeg dhibaatooyinka kaa heysta barashada Xisaabta?

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7.Sheeg sidaad isleedahay waa lagu xalin karaa dhibaatooyikaas?

APPENDIX .C.

JAMHUURIYADDA DIMUQARAADIGA SOOMAALIYA
WASAARADDA WAXBARASHADA IYO BARBAARINTA
URURKA MANAAHIJTA EE AFRIKA(A.C.O.)

Su'aalan soo socda waxaa loogu tala galay ardaydii hore u- qalin jibisay M.T.M.Xalane.

Jaalle waxaa lagaa codsanayaa in aad su'aalahan soo socda jawaabtid si fur-furan oo daacadnimo ku dheehan tahay,waxaa mud iyo tixgelin adag la siinayaa warbixintaada.

Waxaa su'aalahan ujeedadoodu tahay in laga qoro buug qaameynta m jka Xisaabeed ee M.T.M.Xalane,ka dibna loo diro ururka Manaahij afrika(A.C.O.) (Warqadda ha ku qorin magacaaga.

QEYBTA I

Warbixinta Baraha Xisaabta ee dugsiyada hoose dhexe

1.Magaca dugsiga----------

2.Dhidig----------Lab----------

3.Mudadaad Xalane ku jirtay----------

4.Mudada aad ka dhigeysay Xisaabta dugsiyada hoose----------

5.Ku muuji shaxdan haddii aad qaadatay siminaaro waxbarasho ee X aabeed inta aad ku jirtay shaqada.

Maado	Dhererka Siminaarka	Taariikhdii Aad Qaa
Xisaab		

QEYBTA II

Fadlan hoos ka xariiq Haa ama Maya hadba taad ku waafaq s tahay.

1.Manhaka Xisaabeed ee aad hadda dhigtid waxaa uu xiriir la le ay manhajkii Xisaabeed ee aad Xalane ku soo qaadatay.Haa/Maya.

2.Manhajka Xisaabeed ee aad Xalane ku soo qaadatay way kugu fil yihiin dhigista Xisaabeed ee dugsiyada hoose dhexe.Haa/Maya

3.Manhajka Xisaabeed ee dugsiyada hoose dhexe waa u sahlan yahay baraha ka dhiga Xisaabta.Haa/Maya

4.Xisaabta cusub waa buragaraamka ugu fiican in laga dhigo dugsiyada hoose dhexe.Haa/Maya

5.Ma leedahay waqtiyo dheeraad ah ee aad iskaadda u barato Xisaabta.Haa/Maya

6.Ma leedahay ruux kaa caawiye Xisaabta marka aad la kulanto kuwo kugu adag.Haa/Maya

7.Qalabka loo adeeg sado dhigista Xisaabta ma lee yahay dugsigaaga.Haa/Maya

8.Tijaabadadii wax dhigista ee aad ku sameeysay dugsiyada hoose dhexe ee xamar inta aad ku jirtaye Xalane ma ahaayeen kuwo faa'iido leh.Haa/Maya

9.Mudadii aad ku jirtay Xalane waa ay gaabneyd,waxaana loo baahan yahay in lagu kordhiyo hal sanno.Haa/Maya

10.Sheeg dhibaatada aad kala kulan tay dhigidta Xisaabta ee dugsiyada hoose dhexe?

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11.Sheeg siyahaha aad ~~sameyh-laheyd~~ isleedahay waa lagu xaliyi karaa dhibaatooyinkaasi?

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